

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12NY13

School Type (Public Schools):
(Check all that apply, if any)

☐

Charter

☐

Title 1

☐

Magnet

☐

Choice

Name of Principal: Ms. Carole Nussbaum

Official School Name: PS 203 Oakland Gardens School

School Mailing Address: 53-11 Springfield Boulevard
Bayside, NY 11364-1417

County: Queens

State School Code Number*: 342600010203

Telephone: (718) 423-8652

E-mail: cnussba@schools.nyc.gov

Fax: (718) 423-8713

Web site/URL: <http://schools.nyc.gov/SchoolPortals/26/Q203/default.htm>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Anita Saunders Superintendent e-mail: ASaunde@schools.nyc.gov

District Name: Queens District 26 District Phone: (718) 631-6843

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Walter O'Brien

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12NY13

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12NY13

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 21 Elementary schools (includes K-8)
 (per district designation): 5 Middle/Junior high schools
0 High schools
0 K-12 schools
26 Total schools in district
2. District per-pupil expenditure: 14609

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 19
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	28	26	54		6	0	0	0
K	58	60	118		7	0	0	0
1	62	70	132		8	0	0	0
2	72	58	130		9	0	0	0
3	69	65	134		10	0	0	0
4	72	57	129		11	0	0	0
5	54	58	112		12	0	0	0
Total in Applying School:								809

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
72 % Asian
3 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
18 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 6%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	15
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	35
(3)	Total of all transferred students [sum of rows (1) and (2)].	50
(4)	Total number of students in the school as of October 1, 2010	809
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 8%
 Total number of ELL students in the school: 66
 Number of non-English languages represented: 7
 Specify non-English languages:

Chinese, Korean, Arabic, Farsi, Urdu, Spanish, Polish

9. Percent of students eligible for free/reduced-priced meals: 39%

Total number of students who qualify: 318

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 88

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>43</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>18</u>	<u>5</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>22</u>	<u>0</u>
Total number	<u>89</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

As an elementary school encompassing grades Pre-K through 5, our school provides children with their first experiences and impressions of themselves as learners. Our core belief is that *all children are entitled to an enriched education*. We believe that building essential habits of mind, skills, knowledge and attitudes by creating a happy, structured, risk-free environment in which children are encouraged to inquire, apply and extend their understanding of the world. This involves parents and the community in the learning process which is foundational to the high expectations we have for our children.

P.S. 203 is a multicultural, child-centered school where a warm and nurturing climate is fostered. Presently, we have 821 students, including 2 special education classes, 1 homogeneously grouped class per grade (K-5), and five District 26 Gifted and Talented classes. We are located in District 26, in Bayside, New York; a predominantly residential and semi-suburban community. Our children live in single or two family homes or apartment houses. Some households are headed by a single parent and a large percentage of families have two parents who are working full time. There are latch key students and numerous caregivers, most often being grandparents. We have an extremely active, supportive and involved parent body. Parents, while juggling work and home responsibilities, have a strong commitment to education and an extraordinary dedication to P.S. 203. Our parents participate regularly and actively in the school's governing committees including the School Leadership Team. There is an active P.T.A. and parents support all aspects of school wide programs which enrich "The P.S. 203 Experience."

Courses offered from a full arts department (theater, visual arts, vocal and instrumental music, and dance) rounds out the core program for every child. Children and their work are celebrated throughout the building and it is evident that self esteem, character, and pride are skill sets being built alongside the academic goals laid out for each student. Creativity, logic, and Bloom's Taxonomy (a classification system for thinking and reasoning skills) are developed in a variety of ways. Our students are honored as "Students of the Month" for qualities that extend beyond academics. For example, they may be "Perpetually Prepared" or an "Attentive Listener." With our cultural arts partner, Early Stages, we are into our 11th year of implementing a school-wide Storytelling residency program which has been granted in part by NYS Council on the Arts, NYC Department of Cultural Affairs, and National Endowment for the Arts funding. This experience is a key component in our school's culture bringing together arts, academics, and school and home connections.

PS 203 has maintained its excellence in education status by being a "triple A" school. We received 3 consecutive years of an A grade on the NYC Progress Report. Progress Reports grade each school with an A, B, C, D, or F and are based on student progress (60%), student performance (25%), and school environment (15%). We were one of only three schools that received a 2007 Quality Review rating of Outstanding which then exempted the school from further Quality Reviews until this year. The Quality Review is a two- or three-day school visit by experienced educators to each New York City school. During the review, the external evaluator visits classrooms, talks with school leaders, and uses a rubric to evaluate how well the school is organized to educate its students. This year we are participating in a Peer Quality Review (a school alike non-rated sharing process).

Through innovative approaches, on-going professional development, and eclectic strategies, PS 203 has embarked on the journey of looking at student work through the lens of inquiry with a dual focus on improving struggling students' work and maintaining already proficient and advanced levels of student work.

The mission of The Oakland Gardens School ~ PS 203 is to insure that all students will achieve the highest academic standards as outlined in the Chancellor's Goals/Citywide Instructional Standards, the Children's First Network (CFN) and the District Mission. For 2011-12, the NYC Department of

Education Citywide Instructional Expectation is to successfully prepare all students – including students with disabilities and English Language Learners – for life beyond high school i.e.; to be college and career ready. P.S. 203:

- Provides an environment conducive to hands-on learning in which students are encouraged to inquire, apply and extend their understanding of the world through problem-solving and decision-making skills
- Provides an education for all students with equity and access, including those with disabilities, limited English proficiency, advanced independent learning skills and educational challenges
- Differentiates curriculum and instructional strategies to maximize success for all students
- Educates the whole child in a developmental context, incorporating diverse needs both sequentially and circumstantially, within a caring community
- Offers professional development for staff to facilitate the integration of change at all levels of the learning process, set within a framework of high expectations
- Utilizes a variety of assessment strategies that support all aspects of the instructional and infrastructural design
- Involves parents and the community in the learning process and shared decision-making

1. Assessment Results:

NYS English Language Arts Assessments for grades 3-5 evaluate listening, reading, and writing standards and is formatted to include multiple choice, short responses, extended responses, and graphic organizers.

NYS Mathematics Assessments for grades 3-5 evaluate content and process strands through students' conceptual understanding, procedural fluency and problem solving activities. It does not look at students' mathematical knowledge of isolated facts and skills.

The data tables reflect that high expectations are set for every student and that when given the appropriate teaching and learning environment all will be successful. PS 203 students have consistently performed well on the NYS assessments with, historically, 99-100% of the students tested scoring Level 2 and up.

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.'

Performance percentages, as reported in the 2009-2010 New York State School Report Card (2010-2011 Report Card not available), confirm that even with the changes in rigor, and the changes in cut scores; PS 203's level of excellence in student performance remained high and consistent; with the average of grades 3-5 being above district percentages and well above state percentages in combined Levels 3 & 4. ELA combined grades averages were: PS 203=84.6%, District 26=77%, NYS public schools=54.6% and mathematics averages were: PS 203=92.3%, District 26=89.3% and NYS public schools=66%

The 4 Levels, as currently defined by New York State Testing and Accountability Reporting Tool (nySTART) are:

- Level 1, Below Standard. Student performance does not demonstrate an understanding of the ELA knowledge and skills/ Mathematics content expected at this grade level.
- Level 2, Meets Basic Standard. Student performance demonstrates a partial understanding of ELA knowledge and skills/ Mathematics content expected at this grade level.
- Level 3, Meets Proficiency Standard. Student performance demonstrates an understanding of the ELA knowledge and skills/ Mathematics content expected at this grade level.
- Level 4, Exceeds Proficiency Standard. Student performance demonstrates a thorough understanding of the ELA knowledge and skills/ Mathematics content expected at this grade level.

The biggest change in the 2010-2011 tests results was the number of students achieving a Level 3 rather than a Level 4 and the increase in Level 2s all based, again, on new changes in cut scores. Test results data is now reported to the schools during the summer. By the beginning of the academic school year, school leaders have disaggregated individual student test data to classroom teachers, and all support faculty and staff. New York State Testing and Accountability Reporting Tool (nySTART) details of ELA (e.g., Information and Understanding, Literary Response and Expression, Critical Analysis and Evaluation) and Mathematics (e.g., Number Sense and Operations, Algebra, Geometry, Measurement, Statistics and Probability) strands and performance indicators are vital tools in understanding and addressing student needs for improvement.

The analysis of this data drives instruction throughout the year as teacher teams and individual teachers use common Periodic Assessments and classroom level tools to track progress and adjust plans and goals for student subgroups and targeted individual students during the course of the year.

For any sub group with scores reflecting a gap greater than 10% in achievement compared with the total number of students tested, the children are identified and their student work may be looked at more closely throughout the teacher teams' inquiry process. They are an ongoing area of proactive discussion for school leaders and the faculty and support staff who provide services to these students. Some of the ways in which PS 203 is addressing this differential and supporting these students' needs by a) Teachers participating in additional professional development opportunities (e.g., Fundamentals of Language Acquisition and Teacher Roles, Co-Teaching for the Push-in ELL Model, Special Education Multi-age Common Core Learning Standards), b) Additional articulation time among providers (e.g., classroom teachers, resource room teachers, ELL teachers, speech teachers) and between providers and families, and c) Providing materials and supplies that best support the wider scope of differentiation in student learning styles and previous knowledge (e.g., Rhymes'N'Times math program). Attaining proficiency and mastery of grade level standards is a collaborative effort that includes outreach to families by student support personnel (e.g. social worker, Individual Education Plan (IEP) teacher) to engage them as active partners in the learning and teaching of their children in a non-threatening and approachable manner.

2. Using Assessment Results:

School leaders and teachers analyze student achievement data at the beginning of each school year to develop school level goals. Data sources include NYC Progress Report, NYS ELA and Mathematics Assessments, NYS Report Card, and NYC School Survey [The NYC School Survey helps school leaders understand what key members of the school community say about the learning environment at each school]. ELA and math instructional goals are based on past performance, and 2011-12 Citywide Instructional Expectations. School goals are communicated to the staff, parents and students at the beginning of the school year during opening faculty conferences, parent curriculum orientation meetings with classroom teachers, student assemblies and classes. The goals are part of the school's Comprehensive Education Plan (CEP) which is a public document on the NYC Department of Education's web site. The CEP is written annually and is a living and evolving document that is revisited throughout the school year by the School Leadership Team (SLT), a committee of 10 members composed equally of parents and school personnel (including the Principal, UFT Chapter Leader and PTA president serving as core team members).

Teacher teams, by grade or by support service, gather and analyze student achievement data to develop common pre-assessments in literacy and math including looking at achievement gaps to inform student goal setting and instructional practices.

Every faculty member has a black binder that contains key data about their students. Data included for a classroom teacher is the administrative details page from the NYC Department of Education's Achievement Reporting and Innovation System (ARIS). It includes: past State test scores, attendance records, ELL status, IEP status, home language, health alert status, and medical 504 status. All teachers

may log in to ARIS for other student related data items that may inform an individualized teaching strategy for a particular student.

Classroom teachers work with students to develop short and long term literacy and math goals. For literacy; teachers administer Fountas and Pinnell (a literacy assessment tool) to determine students' instructional, independent, and frustration levels which inform teaching strategies. Teachers administer a Scientific Research Associates (SRA) Reading Lab Kit (an independent, rigorous, self-paced literacy tasks program) placement assessment to students in the gifted and talented and homogeneous classes in grades K, 1 & 2 as well as to all students in grades 3, 4 and 5 to determine at what level a student will begin. Teachers use running records to assess and guide reading instruction, to group and to regroup students, to select books, and to manage learning activities. Interim goals are adjusted based on Acuity Predictive Interim Assessments (CTB/McGraw-Hill predictive/instructionally targeted, and item bank assessments in both ELA and math for grades 3-11) and collaborative teacher analysis of student work resulting from common assessments and grade tasks.

For mathematics; classroom teachers work with students to develop short and long term math goals. Teachers administer pre-assessments to inform teaching strategies. Interim goals are adjusted based on Acuity Predictive Interim Assessments and collaborative teacher analysis of student work resulting from common assessments and grade tasks. Class lessons include frequent checks for understanding that lead to flexible grouping for unit study. Post-assessments are analyzed to determine conceptual understanding. Implications for teaching are also made clear based on the analysis of post unit assessments.

Students needing extra help are identified early and provided with academic intervention services (AIS) that are monitored through discussions at Pupil Personnel Team meetings as well as individual grade conferences. The AIS program for ELA enables students in Grades K-5 to receive enrichment/remediation in reading, writing, listening, and oral language. Students in Grades K-3 are screened for participation based on Fountas and Pinnell, and students in Grades 4 and 5 are selected based on standardized reading examination.

AIS students meet 1 to 2 times a week in small group setting incorporating a balanced literacy approach during the school day. There may also be individual at risk service: one-to-one individualized assistance during the school day. For Mathematics, AIS services enable students to receive at-risk services focusing on all facets of mathematics in small group setting with a concentration on the Common Core Learning Standards (CCLS). Recognizing too that socio-emotional factors impact student learning and that ELA and math are not the only content areas that might require AIS, the school provides AIS in science (Students meet once a week focusing on science vocabulary, concepts, and experiments during the school day) and has programs for students headed by the school social worker, guidance counselor, and school psychologist.

Parents learn about high expectations, Academic Intervention Services (AIS), and enrichment during curriculum orientation meetings held at the beginning of each year. Teachers and parents collaboratively monitor student progress towards meeting goals through ongoing communication using the homework notebook. Parents have opportunities to meet with teachers to learn how to support student progress at home. Parents attend workshops on the Citywide Instructional Expectations which include the CCLS, NYS ELA and Mathematics assessment changes. They learn how to read the nySTART individualized student test data report, and how to access ARIS and Acuity web sites.

3. Sharing Lessons Learned:

PS 203 participates in collegial sharing in a number of ways. As part of NYC Department of Education's Children First Network (CFN) 535, we share a network support team with 28 other NYC public schools and meet regularly with our network leaders and the CFN support staff on a diverse range of topics such as: Looking at Student Work Through the Lens of CCLS, Teacher Effectiveness, Developing Rubrics for Feedback (math and ELA), Special Education Reform, and Effective Writing Programs, to name a few.

During these times, PS 203 has shared examples of student work that are an outgrowth of a unit aligned to a CCLS, and shared successful programs and strategies (e.g. ‘Being a Writer’, Independent Investigation Method (IIM), Study Island [a standards-based assessment, instruction, and test preparation software program]). The school leaders have been asked to extend visitation privileges to principals, lead teachers, coaches and teachers from other schools so that they may benefit from conversations with school community stakeholders and take away some ideas for programs and implementation strategies for their schools. PS 203 is looked at as a mentor school from which other schools might draw inspiration, not just follow in cookie-cutter fashion. We share our a) eclectic mix of classroom materials and programs (e.g., Tony Ryan’s Thinkers Keys, IIM, Fountas & Pinnell individual reading assessment program), b) scheduling of the school day, with a 1 hour lunch period, that allows for 1 day per week for teacher team meetings or grade conferences with and without administrators, c) programs that are an outgrowth of teacher input (e.g. Heroes Café [a menu of product ideas for heroes research], Learning is Totally Enriched (LITE) learning centers in every classroom), and d) our strategies for communicating high expectations to all members of the school community.

Our successful strategies for demystifying the arts, creating partnerships with cultural arts partners, institutionalizing arts programs, and implementing replicable “parents-as-arts-partners” programs have all been shared with NYC schools over the years at conferences, roundtables, and in-house opportunities sponsored by the NYC Center for Arts Educations (CAE) as we were a recipient of an Annenberg Challenge Grant from the CAE several years ago. We now share these teachable moments with other schools on a more local level through our district and network.

The school leaders and parent coordinator annually attend the National Association of Gifted Children’s (NAGC) conference. Throughout the conference informal interaction with national educators and researchers has brought PS 203’s philosophy of *all children are entitled to an enriched education* to a wider audience and has resulted in educators contacting PS 203 for deeper dialogues of what this philosophy looks like in practice.

4. Engaging Families and Communities:

PS 203 actively engages parents and families in the school community to create an environment where parents feel they may participate in supporting high expectations for student success. Administrators and parent leaders have a close working relationship which sets the tone for a school atmosphere of mutual respect for our common purpose; how to best provide the children with the tools to succeed at their individual potential. Through united agreement that high expectations may best be communicated to children through example, the parents and the school also collaborate to share cultural experiences with the wider school community. For example, our annual Lunar New Year Festival has evolved into a Bayside community high point. Staff, students and parents work together to study and learn the traditions, songs, dances, rituals and celebratory foods of the Lunar New Year celebration.

Engagement begins each year with a school created Parent Handbook distributed to every child. It contains our mission statement, a welcome from the school leaders and from Parent Teacher Association, NYC Department of Education and school procedures and policies, calendars, etc. Parents are invited to attend curriculum conferences conducted by classroom teachers (Grades Pre-K through 5) during the month of September and are provided access to the Achievement Reporting and Innovation System (ARIS) [a web based means of monitoring their child’s performance and progress (interim assessment and State testing results are posted here)]. PS 203 provides parents with frequent and timely reports on their child’s progress through:

- Communication notebooks (sent home and back to school daily)
- ARIS Parent Link information
- Student report cards
- Parent~Teacher Conferences (NYC Department of Education scheduled, and additional and ongoing contact)

Promotion in doubt letters

Distribution of NYS ELA and mathematics Individual Student Reports

Additional successful methods of engagement include:

- Sending home a monthly calendar.
- Encouraging daily use of classroom Parent Comment Goal Book (Communication Notebook).
- Using the School Messenger system (phone and e-mail tree) to its fullest capabilities.
- Distribution of NYC Department of Education publications and information (e.g. Respect for All, Guide to NYC Public Schools, Discipline Codes, Free Breakfast Program) .
- Translating materials and ensuring distribution of translated NYC Department of Education and in-house materials.
- Involving families as partners in the assessment process.
- Staff and parents have orientation at the beginning of each year giving parent's incisive insight into what the expectations are for their children by giving out in-depth information in both folders and handouts.
- Facilitation of workshops for parents in topics related to student achievement such as: ARIS, Assessments, CCLS, Quality Review, Progress Report, ELL, and Special Education.

1. Curriculum:

PS 203 believes that rigorous curriculum must contain clear learning outcomes with matching assessments, engaging all learners, and being flexible (adapting to changing needs of all students.) School-wide structures and programs such as Book of the Month, Constitution Works, Heroes, Junior Great Books, Strategic Games, Creative Problem Solving (CPS), Independent Investigation Method (IIM), Talents Unlimited, and Learning is Totally Enriched (LITE) Centers, provide a coherent curriculum simultaneously aligned to the NYS Learning Standards and to CCLS. These programs and accompanying teacher practices provide a staircase for developing higher order critical thinking skills and habits of mind such as ‘creating, imagining and innovation’ and ‘responding with wonderment and awe’ in students. By delivering the curricula in all content areas through a ‘dance card’ of programs, the needs of every student, from remediation to enrichment is addressed.

The PS 203 school curriculum is aligned to and meets the NYS Learning Standards with a focus on the Citywide Instructional Expectations identified by the CCLS in ELA and mathematics. Implementation of the state Kindergarten through fifth grade curricula ensures that students acquire key cognitive strategies based in rich curricular content.

Curriculum mapping by grade and by specialists (i.e.; technology, science, health and physical education, visual and performing arts) is shared school wide. This invites and encourages cross conversation laterally and vertically among the faculty.

Reading/ELA: Balanced literacy programs provide the foundational skills for reading and ELA. Reading/ELA programs in the classrooms contain guided reading and cross-text reading components. Every classroom has leveled libraries rich in both literature and non-fiction texts providing all students with a wide range of genres. Student opportunities to respond to text (informational and narrative) orally and in written expression are embedded into lessons across the curriculum and are aligned to the Citywide Instructional Expectations CCSL focuses. “Being a Writer” is a school wide writing program that sequentially builds skills. The upper grades also use “Write Time for Kids” (a non-fiction reading and writing program) with rubrics clearly articulated.

Math: As outlined in the CCLS focuses for the year, the ability to construct viable arguments and critique the reasoning of others are essential to mathematics knowledge and the skill set and domain of focus for the math operation learned. Assessments in math are diagnostic, summative, and formative and are on-going. Programs (e.g., MacMillan/McGraw-Hill “Groundworks: Reasoning with Numbers”) build mathematical skills with opportunities built into lessons for talk time. This year, guided math has been included as an additional differentiated instructional component.

Science: Two science specialists, one for the lower grades and one for upper grades, push in to classrooms providing hands-on research/scientific method based learning. Classroom teachers provide instruction using MacMillan/McGraw-Hill Science: “A Closer Look” as text. Each grade has a science topic for one of their IIM Units of Study wherein critical thinking, research and products are essential components and build reading/ELA skills. Historically, our fourth grade students have been well prepared for the NYS Science test.

Social Studies: MacMillan/McGraw-Hill Social Studies text books and leveled libraries in every classroom are aligned with NYC and NYS standards. Primary source documents are introduced in first grade preparing students for more complex texts as they advance through the grades.

Visual and Performing Arts: Meeting NYS requirements of Arts Education by standards is accomplished, while meeting the requirement by hours and by grade. This is a challenge (in good part) because there aren't enough hours in the day. Art skills in the 4 major arts categories are provided by the school's cluster teachers (specialists and teachers certified by NYS and NYC in their arts discipline). Arts-in-education in the classroom is evident in many forms (e.g., the product work from IIM units of study, upper grades musical class plays, enrichment activities).

Health and Physical Education: NYS standards for Health, Physical Education, and Family and Consumer Sciences are met by providing a program taught by our Phys. Ed. teacher and supported by classroom teachers. The HIV/AIDS curriculum is taught to all students (K-5). Students in grades 4 & 5 participate in NYC FITNESSGRAM. We also promote the School Food breakfast and lunch programs, and we engage students in meaningful dialogue on topics such as nutrition, the media and food advertising and body image.

Technology: The school's computer lab serves the dual purpose of both research center and digital graphics art center. Students (K-5) use the lab under the guidance of the computer teacher, as well as having access to 3 classroom computers which have internet access. Students learn the vocabulary of technology. We presently have SMART boards (interactive white boards) in 9 classrooms that are used to deliver interactive lessons to support our instructional goals. Installation of another 23 SMART boards will be this spring, so that each classroom K-5 will be equipped.

2. Reading/English:

Through careful analysis of needs assessments including current NYC Department of Education mandates (i.e., CCLS focuses identified in the Citywide Instructional Expectations), inquiry team analysis of student work by collaborative teacher teams, 2011 NYS ELA assessment scores, Fountas & Pinnell Benchmark Assessments, teacher made assessments, and NYC based Instructionally Targeted Assessments (ITAs) and Predictives, PS 203 teachers identify the students' ELA strengths and challenges within each classroom. Each teacher now has a baseline from which to deliver the state curricula and focus on the ELA CCLS of: Written response to informational texts through group activities and with prompting and support (Reading Informational Text Standards 1 and 10; Writing Standard 2) for grades Prek-2 and Written analysis of informational texts (Reading Informational Text Standards 1 and 10) or Written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1) for grades 3-5. This year, to best meet these goals, PS 203 has bought each classroom teacher non-fiction Fountas & Pinnell leveled libraries; each classroom teacher individually selected the titles that would be best suited for their classes. The titles were offered in content areas (e.g., math, science, social studies, biographies) and by grade based themes (e.g., weather, Latin America, immigration, solar system).

The literacy block and ELA materials used look similar throughout the school, with variances occurring in the individual classrooms based on the levels of the students. In the homogeneous and gifted classes, Junior Great Books (a collection of outstanding literature which involves an active and collaborative search by the students for answers to factual, interpretative, and evaluative questions raised by the text providing enrichment through shared inquiry) is used. The lower grades use the MacMillan reading series which includes all foundation skills materials. In the upper grades, classrooms have SRA kits for self-paced independent work as well as Rally materials and Strategies to Achieve Reading Success (STARS) which provides differentiated instruction. ELL teachers work closely with classroom teachers and provide lessons that mirror and enhance the classroom activities, and those children who are on grade level tasks from the self-contained special education classrooms may be mainstreamed during literacy time. Our school wide storytelling program is an adjunct enhancement to the literacy and ELA work being done in the classrooms as it strengthens listening, reading, and writing skills across the grades.

3. Mathematics:

Through careful analysis of needs assessments including current NYC Department of Education mandates (i.e., CCLS focuses identified in the Citywide Instructional Expectations), inquiry team analysis of student work by collaborative teacher teams, 2011 NYS Math assessment scores, teacher assessments (formal and informal), and ITAs and Predictives, PS 203 teachers identify the students' math strengths and challenges within each classroom. Each teacher now has a baseline from which to deliver the state curricula and focus on the CCLS Math Standard of Practice: Construct Viable Arguments and Critique the Reasoning of Others within the grade appropriate Domain of Focus (i.e.; Pre-K & K: Operations and Algebraic Thinking, grades 1&2: Number and Operations in Base Ten, grade 3: Operations and Algebraic Thinking, grades 4 & 5: Number and Operations—Fractions).

PS 203 students have consistently performed well above City and State averages in Math assessment tests. Teachers use a variety of materials to teach math in their individual classrooms with variations based on the baseline of skill levels assessed. Pre and post unit tests inform teaching and learning in real time allowing for fluid movement of a student into and out of appropriate materials and groups. PS 203 uses McGraw-Hill's "Groundworks: Reasoning with Numbers" in classrooms as well as People's Education Common Core books to help round out the materials currently in the classrooms. In the homogeneous and gifted classes, supplemental materials provide enrichment opportunities (e.g. Daily Problem Solving) for students: as the school philosophy is to enhance not to accelerate and there is support for the viewpoint that students need to go an inch deep and not a mile wide rather than the other way around. Students from special education classrooms are mainstreamed, when appropriate, and it should be noted that until the 2009-2010 change in cut scores, we were achieving NYS Assessment scores that placed most of them at levels 3 & 4.

We have already purchased, for professional development this year and implementation next year, a new math series for grades K-5: "envision; Conceptual Understanding" which includes a digital component and the capability for some content to be accessed from home by parents and students.

4. Additional Curriculum Area:

The PS 203 Visual and Performing Arts program is an integral component of the school curriculum with the NYC Department of Education Blueprint for Teaching and Learning Arts providing the foundation for classroom instruction. The school learning environment effusively displays student drawings, paintings, poems, essays, research papers and artistic designs reflecting thematic units of study and school-wide celebrations

The **Visual Arts** component infuses literacy with our school-wide focus on research skills into the program. Students use their creative imagination and problem solving skills as they bring their designs to life. Students investigate how artists such as Picasso, Wang Yani, Van Gogh and Matisse worked. They learn about colors, line, texture and composition and practice using different media such as pencil drawing, oil pastels, collage, water colors, tempera, and printmaking, while in computer graphics they design and create art with technology. Students use their newly learned skills to enhance their research papers and essays, and to illustrate their stories. Visual arts contributes to the Lunar celebration with the creation of colorful puppets, a giant bojagi (Korean wrap cloth) as a computer graphic project, and both writing and illustrating a traditional kamishibai story scroll using newly acquired brush stroke skills.

The **Instrumental Music** component features: accordion, violin, piano, flute, bass and percussion instruments. Students learn to read music and play musical instruments as members of the concert band or the accordion band, or as a 2nd or 3rd grader learning the recorder.

The **Vocal Music** program serves all grades. The lower grades participate in vocal studies culminating in the Winter Concert and the upper grades participate in the school chorus and Les Chanteurs, who perform in the school's Spring Concert. All 3rd, 4th, and 5th graders participate in their class musical plays.

The **Dance** teacher provides instruction in tap, ballet, lyrical, jazz and hip-hop rhythms. These dance forms are the basis for the choreography used by our 3rd, 4th, and 5th grades in their class plays. The Dance Club, formed by audition, performs an assembly program and participates in the Winter and Spring Concerts. In addition, dancers augment our annual Lunar New Year Festival by dancing the traditional Chinese Ribbon & Handkerchief Dances and Korean Wedding & Fan Dances .

Students involved in **Creative Arts/Theater Arts** learn theater skills (lower grades) and all 3rd, 4th, and 5th graders perform their own class plays. The 4th and 5th grades write their own script which is either literature or Social Studies unit based. In conjunction with the vocal music teacher and the dance teacher, this original script becomes a 40 minute musical. The school's Drama Club, formed by audition, produces a full length musical each year. It is a collaborative effort including both the arts specialists and classroom teachers.

5. Instructional Methods:

While ongoing inquiry of teacher practice and assessment of student work drives instruction and program modification throughout the school; at the core of the ability to maximize understanding, delivering, and assessing differentiated instruction is ongoing professional development (PD) for faculty. Instructional materials and methodologies commence with accompanying PD. Faculty conferences have focused on topics such as Curriculum Mapping, Multiple Intelligences, Bloom's Taxonomy, Study Island, SRA kits, Independent Investigation Method (IIM), and Dinah Zikes' Foldables.

PS 203 delivers differentiated instruction to students in a myriad of ways. By incorporating an eclectic program approach (e.g., IIM, McGraw-Hill Math, Key Links reading) to each of the core curriculum areas we may address the divergent learning styles of students and by providing a sequential program from K-5 in writing (Being a Writer), all students may begin the year with prior knowledge and a shared vocabulary on the subject.

ELL students' needs are addressed by grouping according to needs (writing, reading, listening, and speaking) by their proficiency level (e.g., Beginner, Intermediate, Advanced, and Proficient). Strategies to accelerate ELLs' academic achievement and English language acquisition include scaffolding tools, explicit ELL instruction, and native language support and instruction includes guided reading, writing through content areas and various genres, vocabulary acquisition, and oral communication. Rosetta Stone technology supports listening and speaking skills.

Students in Special Education are held to the same high expectations as those in General Education. Modifications are student specific and are addressed through the cooperative efforts of the classroom teacher and all support staff (e.g. resource room, ELL, OT, PT, guidance). Individual Education Plans (IEP) are student specific and drive instruction.

Since *all children are entitled to an enriched education*, all our students participate in enrichment activities that build critical thinking, decision making, resilience, independent research, creativity and communication skills; skills needed in each of the CCLS focuses. These activities may be either school wide or for a target group of students based on the inclusionary and differentiation qualities of the program or activity. Some examples are:

- LITE (Learning is Totally Enriched) – Each school day begins with every child participating in classroom enrichment centers. Centers may include: computers, creative problem solving, potpourri, thinking games, heroes. The centers are either cooperative or independent learning environments.
- Talents Unlimited – a program that is woven into existing school curriculum that improves students' critical and creative thinking skills. Talents include: Academic, Productive Thinking, Decision-making, Planning, Communication and Forecasting.

Technology as a teaching and learning tool is an extension of many of programs already in place. There is teacher investment in creating lesson plans for SMART board presentation and a library of lesson plans is now being catalogued for review and refinement and adaptation by other teachers for their student population. In addition, the school uses Study Island, an on-line learning program, for self paced use that can be accessed from home as well. The school subscribes to both World Book and RandMcNally as on-line tools for school and home use by students.

6. Professional Development:

The intended outcomes of effective professional development are to increase student performance and build capacity in our school. An over-arching goal for professional development is to have teachers engage in meaningful learning about their practice as an outgrowth of analyzing student work products with colleagues. Fostering a school culture in which teachers accept responsibility to improve student learning requires a risk-free, honest, and trusting relationship between school leaders and teachers. Sustainable professional practice is the result of active and intentional engagement in data-based inquiry.

We know that the implementation of a program is as important as the program itself. Therefore, most professional development is focused on teacher practice. Over the past several years, teacher teams have become the primary vehicle for adult learning at our school. Teacher teams engage in cross-grade learning to ensure coherence of school-wide programs such as Independent Investigation Method as well as curriculum mapping to enhance vertical alignment of curriculum. All teachers participate in inquiry groups to further develop their teaching practices in supporting students' ELA and math skills. Teacher teams access data through ARIS, NYSTART, Acuity, and classroom assignments with accompanying rubrics. They strive to better understand how to gather, analyze, and respond to data. Assessment data is used to develop student learning goals, create differentiated lesson plans and inform teacher practice.

External resources such as the periodicals ASCD Educational Leadership, and Phi Delta Kappan are read to identify best practices used world-wide. Vendors such as DELL computers, TEQ SMART Board, and Study Island support media literacy development and applications for our staff. Additionally, our network support organization, Center for Educational Innovation-Public Education Association, provides ongoing on- and off-site professional development to support our needs to meet/exceed the city-wide instructional expectations as well as school specific needs.

Professional development is a process of continuous learning for the PS 203 faculty. Learning platforms support the diverse needs of the staff. To meet the academic needs of our students, ongoing themes for professional growth include: analyzing student work and aligning it to teacher practice, differentiation of instruction, flexible grouping/guided instruction, using assessments to drive instruction, Common Core Learning Standards, Specific Measureable Attainable Realistic Timely (SMART) instructional goals, and Bloom's Taxonomy to name a few.

To prepare to meet the demands of increasingly rigorous standards, the teachers and school leaders of PS 203, in a distributive leadership model, attend network sponsored conferences to learn about the Common Core Learning Standards (CCLS). Collaborative teacher teams engaged in professional learning enhance staff ability to ensure that the children of PS 203 are well prepared to demonstrate mastery of selected CCLS standards and readiness to proceed to the next level of schooling on the road to college and careers.

7. School Leadership:

School leadership at PS 203 is an administrative team of our Principal and 2 Assistant Principals. While responsibilities may be revamped and redefined by the NYC Department of Education, it remains constant for these leaders that the professional development of educators, the curriculum materials being used, and the learning environment of the school community are the top priorities.

To address all these goals, the administrators have a philosophy of distributive leadership whereby it is not always a top-down approach. This creates a deeper sense of ownership for all members of the school community. For example:

- Together, school leaders and teachers analyze student achievement data at the beginning of each school year to develop school level goals aligned with the Common Core Learning Standards and City-Wide Instructional Goals.
- Professional development may be attended by a teacher whose area of expertise it is and then this teacher will turn-key the material.
- School leaders invite appropriate faculty and staff to presentations of vendor materials for input.
- Teachers, during grade meetings, may bring new resources and materials to the attention of administration for consideration to be used in the school.
- Each of the Assistant Principals assume leadership roles in different areas (e.g., budget, special education, data analysis, testing, Inquiry Teams).

The principal leads by example, creating positive relationships with all key stakeholders who have either long or short term, and inter or intra actions with the school. By NYC Department of Education definition, the principal is the curriculum headmaster, CEO, and CFO of her building. By design, at PS 203, the principal takes responsibility for education of the whole child. Therefore, the principal has embedded a school culture that NYC Department of Education not cut the arts first when the budgets tighten nor use arts periods for test preparation. The school wide tenet, as communicated to the faculty and staff by the principal, is that where there is good education going on, student achievement will naturally follow. It is this message that guides the school leaders' decision making processes.

Being able to adjust to new measures of student and teacher accountability, being able to implement a system for inquiry teams that result in meaningful student outcomes, being able to align a school budget so as to provide the students with the best resources for success all fall under the heading of PS 203's principal's responsibilities.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Mathematics

Edition/Publication Year: 2006-2011 Publisher: CBT/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 & Level 4	92	90	100	99	99
Level 4	46	60	69	68	91
Number of students tested	123	108	137	117	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	86	82	100	100	97
Level 4	43	53	63	60	83
Number of students tested	51	45	60		
2. African American Students					
Level 3 & Level 4					
Level 4					
Number of students tested	2	3	4	2	1
3. Hispanic or Latino Students					
Level 3 & Level 4					
Level 4					
Number of students tested	4	7	8	7	2
4. Special Education Students					
Level 3 & Level 4	66	68	100	96	93
Level 4	13	36	36	26	67
Number of students tested	15	22	28	23	15
5. English Language Learner Students					
Level 3 & Level 4			100	100	
Level 4			25	50	
Number of students tested	1	8	12	14	7
6. Asian or Pacific Islander					
Level 3 & Level 4	93	96	100	100	100
Level 4	51	66	75	74	93
Number of students tested	98	74	97	87	75
NOTES:					
As per the NYS School Report Card, "data for a subgroup with fewer than 5 students and then the next smallest subgroup have data suppressed." Therefore only some information is available for African American and Hispanic or Latino in 2006-2007, 2007-2008, 2008-2009, 2009-2010					

12NY13

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYS ELA

Edition/Publication Year: 2006-2011 Publisher: CBT/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 & Level 4	86	84	98	95	96
Level 4	27	50	34	51	45
Number of students tested	122	107	132	114	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	3	0	1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	80	70	93	95	94
Level 4	22	39	25	34	42
Number of students tested	50	44	57	44	36
2. African American Students					
Level 3 & Level 4					
Level 4					
Number of students tested	2	3	4	1	1
3. Hispanic or Latino Students					
Level 3 & Level 4					
Level 4					
Number of students tested	4	7	6	7	3
4. Special Education Students					
Level 3 & Level 4	33	55	85	83	87
Level 4	13	27	11	21	7
Number of students tested	15	22	27	24	15
5. English Language Learner Students					
Level 3 & Level 4					
Level 4					
Number of students tested	6	7	8	9	6
6. Asian or Pacific Islander					
Level 3 & Level 4	87	88	97	93	97
Level 4	28	56	36	55	50
Number of students tested	97	73	94	83	74
NOTES:					
As per the NYS School Report Card, "data for a subgroup with fewer than 5 students and then the next smallest subgroup have data suppressed." Therefore no information available for African American and Hispanic or Latino in 2006-2007, 2007-2008,2008-2009					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYS Mathematics

Edition/Publication Year: 2006-2011 Publisher: CBT/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 & Level 4	97	93	100	100	98
Level 4	73	71	80	85	78
Number of students tested	111	134	122	110	129
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	94	88	100	100	97
Level 4	68	61	75	77	76
Number of students tested	50	64	51	39	58
2. African American Students					
Level 3 & Level 4					
Level 4					
Number of students tested	4	6	2	1	1
3. Hispanic or Latino Students					
Level 3 & Level 4					
Level 4					
Number of students tested	6	6	8	2	13
4. Special Education Students					
Level 3 & Level 4	90	74	100	100	80
Level 4	45	44	43	67	20
Number of students tested	22	27	23	15	15
5. English Language Learner Students					
Level 3 & Level 4					100
Level 4					40
Number of students tested	8	7	8	5	10
6. Asian or Pacific Islander					
Level 3 & Level 4	100	97	100	100	99
Level 4	82	80	82	88	82
Number of students tested	78	95	89	81	84
NOTES:					
As per the NYS School Report Card, "data for a subgroup with fewer than 5 students and then the next smallest subgroup have data suppressed." Therefore only some information is available for African American and Hispanic or Latino in 2006-2007, 2007-2008, 2008-2009, 2009-2010					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYS ELA

Edition/Publication Year: 2006-2011 Publisher: CBT/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 & Level 4	86	85	99	98	91
Level 4	13	19	26	39	25
Number of students tested	109	134	121	109	126
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1		1	
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	71	73	100	97	88
Level 4	10	23	14	32	28
Number of students tested	49	64	51	38	57
2. African American Students					
Level 3 & Level 4					
Level 4					
Number of students tested	4	6	2	1	1
3. Hispanic or Latino Students					
Level 3 & Level 4					
Level 4					
Number of students tested	6	6	8	2	12
4. Special Education Students					
Level 3 & Level 4	50	59	96		
Level 4	5	4	0		
Number of students tested	22	27	23		
5. English Language Learner Students					
Level 3 & Level 4					
Level 4					
Number of students tested	6	7	7	5	9
6. Asian or Pacific Islander					
Level 3 & Level 4	89	88	99	99	91
Level 4	17	24	27	41	27
Number of students tested	76	95	88	80	82
NOTES:					
As per the NYS School Report Card, "data for a subgroup with fewer than 5 students and then the next smallest subgroup have data suppressed." Therefore no information available for African American and Hispanic or Latino in 2006-2007, 2007-2008,2008-2009					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYS Mathematics

Edition/Publication Year: 2006-2011 Publisher: CBT/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 & Level 4	93	94	100	97	96
Level 4	59	59	79	66	67
Number of students tested	134	124	121	133	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	86	89	100	93	94
Level 4	49	48	67	62	66
Number of students tested	67	56	45	55	35
2. African American Students					
Level 3 & Level 4					
Level 4					
Number of students tested	3	3	2	2	3
3. Hispanic or Latino Students					
Level 3 & Level 4	90				
Level 4	30				
Number of students tested	10	9	3	11	5
4. Special Education Students					
Level 3 & Level 4	76	73	100	81	67
Level 4	23	18	44	6	20
Number of students tested	30	22	16	16	15
5. English Language Learner Students					
Level 3 & Level 4					
Level 4					
Number of students tested	7	5	8	6	6
6. Asian or Pacific Islander					
Level 3 & Level 4	97	97	100	99	99
Level 4	68	66	84	74	72
Number of students tested	93	90	90	85	79
NOTES:					
As per the NYS School Report Card, "data for a subgroup with fewer than 5 students and then the next smallest subgroup have data suppressed." Therefore only some information is available for African American and Hispanic or Latino in 2006-2007, 2007-2008, 2008-2009, 2009-2010					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYS ELA

Edition/Publication Year: 2006-2011 Publisher: CBT/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 & Level 4	83	85	100	95	91
Level 4	13	46	52	17	23
Number of students tested	133	124	114	132	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	72	80	100	91	89
Level 4	6	35	33	15	9
Number of students tested	67	55	39	55	35
2. African American Students					
Level 3 & Level 4					
Level 4					
Number of students tested	3	3	2	2	3
3. Hispanic or Latino Students					
Level 3 & Level 4	80				
Level 4	0				
Number of students tested	10	9	3	10	5
4. Special Education Students					
Level 3 & Level 4	47	57	100	87	60
Level 4	0	4	31	0	0
Number of students tested	30	23	16	15	15
5. English Language Learner Students					
Level 3 & Level 4					
Level 4					
Number of students tested	7	4	2	4	6
6. Asian or Pacific Islander					
Level 3 & Level 4	86	90	100	95	92
Level 4	17	52	58	20	24
Number of students tested	93	89	83	85	79
NOTES:					
As per the NYS School Report Card, "data for a subgroup with fewer than 5 students and then the next smallest subgroup have data suppressed." Therefore no information available for African American and Hispanic or Latino in 2006-2007, 2007-2008,2008-2009					

12NY13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Level 3 & Level 4	93	92	100	98	97
Level 4	58	63	75	72	78
Number of students tested	368	366	380	360	347
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	2	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	88	86	100	95	95
Level 4	52	54	68	68	72
Number of students tested	168	165	156	94	93
2. African American Students					
Level 3 & Level 4		0			
Level 4		0			
Number of students tested	9	12	8	5	5
3. Hispanic or Latino Students					
Level 3 & Level 4	80	27	42	0	0
Level 4	20	9	16	0	0
Number of students tested	20	22	19	20	20
4. Special Education Students					
Level 3 & Level 4	78	71	100	92	80
Level 4	27	33	40	31	35
Number of students tested	67	71	67	54	45
5. English Language Learner Students					
Level 3 & Level 4	77	75	100	95	95
Level 4	26	35	43	40	47
Number of students tested	16	20	28	25	23
6.					
Level 3 & Level 4	96	96	100	99	99
Level 4	65	71	80	78	82
Number of students tested	269	259	276	253	238
NOTES:					

12NY13

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Level 3 & Level 4	84	84	98	95	92
Level 4	17	37	36	34	30
Number of students tested	364	365	367	355	344
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	4	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	74	74	97	93	89
Level 4	12	31	23	25	26
Number of students tested	166	163	147	137	128
2. African American Students					
Level 3 & Level 4		0	0	0	0
Level 4		0	0	0	0
Number of students tested	9	12	8	4	5
3. Hispanic or Latino Students					
Level 3 & Level 4	60	27	29	0	0
Level 4	0	0	6	0	0
Number of students tested	20	22	17	19	20
4. Special Education Students					
Level 3 & Level 4	44	57	92	84	73
Level 4	4	11	12	12	3
Number of students tested	67	72	66	39	30
5. English Language Learner Students					
Level 3 & Level 4	16	16	76	55	61
Level 4	0	5	0	0	0
Number of students tested	19	18	17	18	21
6.					
Level 3 & Level 4	87	88	98	95	93
Level 4	21	42	39	38	33
Number of students tested	266	257	265	248	235
NOTES:					

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